

CRANSTON SCHOOL COMMITTEE MEETING

NOVEMBER 25, 2013

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE, CRANSTON, RI 02920

EXECUTIVE SESSION 5:00 P.M. – NOTE SPECIAL TIME

IMMEDIATELY FOLLOWING - PUBLIC SESSION

AGENDA

1. Call to order- 5:00 p.m. Convene to Executive Session pursuant to RI State Laws -

2. PL 42-46-5(a)(1) Personnel

3. PL 42-46-5(a)(2) Collective Bargaining:

A. Contract Negotiations' Update(s)=

B. (Secretaries)

C. (Teachers)

D. (Teacher Assistants)

E. (Bus Drivers, Mechanics)

F. (Tradespeople)

G. (Custodians)

4. PL 42-46-5(a)(2) Litigation:

A. Legal advice concerning prior Caruolo action and implications.

5. PL 42-46-5(3)

A. District Safety Plan

6. Call to Order – Public Session

7. Roll Call – Quorum

8. Executive Session Minutes Sealed – November 25, 2013

9. Minutes of Previous Meetings Approved – October 3, October 9, October 21, November 2 and November 5, 2013.

10. Public Acknowledgements/Communications

11. Chairperson's Communications

12. Superintendent's Communications

13. School Committee Member Communications

14. Public Hearing

a. Students (Agenda/Non-Agenda Matters)

b. Members of the Public (Agenda Matters Only)

15. Consent Calendar/Consent Agenda

16. Action Calendar/Action Agenda

** **

RESOLUTIONS

PERSONNEL

NO. 13-11-1- RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed (for the remainder of) the 2013-2014 school year:

Janet Reardon, Step 3 +MA

Education...URI, BS, RIC MA

Experience...East Greenwich School Department

Certification...Nurse-teacher

Assignment...Stone Hill 1.0 FTE

Effective Date...November 4, 2013

Authorization...Replacement

Fiscal Note...12717120 51110

Valerie Druken, Step 12

Education...Salve Regina, BS

Experience...Newport School Department

Certification...Nurse-Teacher

Assignment...Hope Highlands, 1.0 FTE

Effective Date...December 16, 2013

Authorization...Replacement

Fiscal Note...13417120 51110

Gina Altruda, Step 12

Education...Quinnipiac University, BS

Experience...Central Falls School Department

License...Occupational Therapist

Assignment...Program Supervisor

Effective Date...December 9, 2013

Authorization...Replacement

Fiscal Note...13917070 51110

Tanya Morales, Step 10, + Masters

Education...University of Rhode Island, BS, MS

Experience...Central Falls School Department

Certification...Speech/Language Pathologist

Assignment...Itinerant. 1.0 FTE

Effective Date...December 9, 2013

Authorization...Replacement

Fiscal Note...12817010 51110

Cashel Barone, Step 7, + Masters

Education...RIC, BS, Providence College, MS

Experience...Woonsocket School Department

Certification...Middle/Secondary Special Education

Assignment...Itinerant .5 FTE

Effective Date...December 9, 2013

Authorization...Replacement

Fiscal Note...16213260 51110

NO. 13-11-2- RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Haley Menard, Special Education, K-12

Joseph Urban, Secondary/Middle Social Studies

Ryan Rafanelli, Social Studies

Anna Burnham, Elementary

Lauren Blackburn, Secondary Spanish/Italian

Adam Garzone, Secondary Science

NO. 13-11-3- RESOLVED, that at the recommendation of the Superintendent, the following certified staff member be granted a leave of absence without compensation as provided in Article XIX, Section B of the Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance:

Lauren McGrail, Teacher

Western Hills Middle School

Effective Date: January 2014 to August 31, 2015

NO. 13-11-4- RESOLVED, that at the recommendation of the Superintendent, the resignation of the following certified personnel be accepted:

Claudia Bridges, Speech & Language Pathologist

Pupil Personnel

Effective Date: November 1, 2013

Joseph Cappuccilli, Principal

Hope Highlands Elementary School

Effective Date: November 22, 2013

NO. 13-11-5- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Richard Perrotta, Head Coach Girls' Basketball

CHSW

Step-7

Class-B

Playing Competition-High School & College

Experience- Cranston East Head Coach Girls' Basketball

Certification-RI Coaches Certification; CPR\AED\First Aid

Daniel Casey, Assistant Coach Wrestling

CHSE

Step-7

Class-D

Playing Competition-High School

Experience- Pawtucket School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

John Macera, Assistant Coach Girls' Basketball

CHSE

Step-7

Class-C

Playing Competition-High School

Experience- Cranston School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

Clement Soscia, Assistant Coach Girls' Indoor Track

CHSW

Step-7

Class-D

Playing Competition-High School & College

Experience-Cranston School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

NO. 13-11-6- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be reappointed as an athletic coach:

Cranston High School East

John Smith- Head Boys' Basketball Coach

Corey Bouchard- Assistant Boys' Basketball Coach

Robert Labanca-Head Boys' Indoor Track Coach

Dina Cesana-Head Girls' Indoor Track Coach

Robert Bouchard- Head Boys'/Girls' Swim Coach

Glen Castiglia-Head Wrestling Coach

Jennifer Koscho- Head Competitive Cheerleading Coach

Cranston High School West

Jim Moretti- Head Boys' Basketball Coach

Gerard Marzilli-Assistant Boys' Basketball Coach

David Fontes-Assistant Girls' Basketball Coach
Keith Croft-Head Boys' Indoor Track Coach
Tom Aronne-Assistant Boys' Indoor Track Coach
Sheila Lagasse-Head Girls' Indoor Track Coach
Jaime Ferretti- Head Boys'/Girls' Swim Coach
Tim Almonte- Head Wrestling Coach

Cranston East\Cranston West High School
Michael Boyajian-Head Boys' Hockey Coach
Matthew Brannon-Assistant Boys' Hockey Coach
Ashley Pagliarini- Head Girls' Hockey Coach

NO. 13-11-7- RESOLVED, that at the recommendation of the Superintendent, the resignation of the following coach(es) be accepted:

Charles Pearson, Head Coach Girls' Soccer
Cranston High School West
Effective Date: October 22, 2013

NO. 13-11-8- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed:

John Christy, Instructor
Alternate Education Program
Effective Date...November 4, 2013

Authorization...Replacement

Fiscal Note...16213120 51110

Rochelle Langford, Behavior Technician

Stadium Elementary School

Effective Date...November 1, 2013

Authorization...Replacement

Fiscal Note...12046110 51110

Petrina Parente, Job Placement Specialist

Alternate Education Program

Effective Date...November 4, 2013

Authorization...Replacement

Fiscal Note...16246160 51110

Marla Lambrese, Confidential Executive Administrative Assistant

Central Administration

Effective Date...December 9, 2013

Authorization...Replacement

Fiscal Note... 19741100 51110

Antonette Gomes, Teacher Assistant

Waterman Elementary School

Effective Date...November 12, 2013

Authorization...Replacement

Fiscal Note....11046010 51110

Pierre Guerrier, Probationary Bus Driver

Transportation

Effective Date...November 12, 2013

Authorization...Replacement

Fiscal Note...10345190 51110

Donald Bruen, Probationary Bus Driver

Transportation

Effective Date...November 12, 2013

Authorization...Replacement

Fiscal Note...10345190 51110

Janice Badessa, Probationary Bus Driver

Transportation

Effective Date...November 12, 2013

Authorization...Replacement

Fiscal Note...10345190 51110

Robert Magliocco, Probationary Bus Driver

Transportation

Effective Date...November 12, 2013

Authorization...Replacement

Fiscal Note...10345190 51110

Kayla O'Brien, Bus Monitor

Transportation

Effective Date...November 14, 2013

Authorization...Replacement

Fiscal Note...12345090 51110

Jack Baldayac, 5 hour Custodian

Plant

Effective Date...November 26, 2013

Authorization...Replacement

Fiscal Note...11647050 51110

Alesandro Estanislao, 5 hour Custodian

Plant

Effective Date...November 26, 2013

Authorization...Replacement

Fiscal Note...12147050 51110

Michael Vallesi, 5 hour Custodian

Glen Hills Elementary School

Effective Date...November 26, 2013

Authorization...Replacement

Fiscal Note...12847050 51110

Sileng Kang, Teacher Assistant

Early Childhood Center

Effective Date...November 26, 2013

Authorization...Replacement

Fiscal Note...20246010 51110

Dawn Vadeboncoeur, Teacher Assistant

Stone Hill School

Effective Date...December 9, 2013

Authorization...New

Fiscal Note...12746020 51110

Danielle Controne, Teacher Assistant

Orchard Farms School

Effective Date...January 2, 2014

Authorization...New

Fiscal Note...13646020 51110

Sheila Testa, Teacher Assistant

Orchard Farms School

Effective Date...January 2, 2014

Authorization...New

Fiscal Note...13646020 51110

NO. 13-11-9- RESOLVED, that at the recommendation of the Superintendent, the retirement(s) of the following non-certified personnel be accepted:

Donna Nordin, Secretary
Stone Hill Elementary School
Effective Date...January 1, 2014

Dorothea Kazianis, Secretary
Hope Highlands Elementary School
Effective Date...December 31, 2013

Cynthia Saillant, Bus Driver
Transportation
Effective Date...December 6, 2013

Donna Aubin, Bus Driver
Transportation
Effective Date...January 3, 2014

NO. 13-11-10- RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Peggy Lembo, Bus Driver
Transportation
Effective Date: November 6, 2013

Shannon Doyle, Bus Aide
Transportation

Effective Date...November 29, 2013

BUSINESS

POLICIES AND PROGRAMS

NO. 13-11-11- RESOLVED, that at the recommendation of the School Committee, Policy #1327 Flyer Distribution be amended for first reading (see attached).

NO. 13-11-12- RESOLVED, that at the recommendation of the Superintendent, the Program of Studies Curriculum changes for the New England Laborers' and Cranston Public Schools Construction and Career Academy be approved for second reading. (Program of Studies attached).

**NO. 13-11-13- RESOLVED, that at the recommendation of the School Committee, the following policies be amended for first reading:
#4111 and #4111(a)-(Personnel) Recruitment and Selection of Employees (see attached amended policy)**

**NO. 13-11-14- RESOLVED, that at the recommendation of the School Committee, the following policy be amended for second reading:
#4112.1 – (Personnel) Appointment (see attached amended policy)**

NO. 13-11-15- that at the recommendation of the School Committee, the following policy be amended for first reading:

#4115.2(a)-(Personnel) Promotion (see attached amended policy)

NO. 13-11-16- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#9370 – School Committee – School Committee Code of Basic Management Principals and Ethical School Standards (see attached policy)

NO. 13-11-17- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#5141.31 – Policy Against Teen Dating Violence and Sexual Violence (see attached policy)

NO. 13-11-18- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#5141.32(a) – Safe School Act Statewide Bullying Policy (see attached policy)

NO. 13-11-19- RESOLVED, that at the recommendation of the School Committee, the following policies be approved for first reading:

#4116.11 and 5147 – Cranston School Department Section 504/ADA Prohibition Against Discrimination Based on Disability (see attached policies)

NO. 13-11-20- RESOLVED, that at the recommendation of the School Committee, the following policies be approved for first reading:

#4111.5 and 5141.32 – Anti-Discrimination/Anti-Harassment Policy

and Grievance Procedure (see attached policies)

NO. 13-11-21- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#9261- School Committee Code of Basic Management Principals and Ethical School Standards (see attached policy)

NO. 13-11-22- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#5113(c)- High School Absence and Tardy Policy (see attached policy)

NO. 13-11-23- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for first reading:

#5128 – Waiver Policy – Waiver for the State-Assessment Graduation Requirement (see attached policy)

NO. 13-11-24- RESOLVED, that at the recommendation of the School Committee, the following handbook be approved for first reading:

Proficiency Based Graduation Requirements (PBGR) (see attached handbook)

NO. 13-11-25- RESOLVED, that at the recommendation of the Superintendent, the following Field Trip(s) of Long Duration/Conferences be approved:

1. Mark Colozzi, Program Supervisor, Music Co-Director of Bands and Choir Director at Cranston High School East, Gregory Arsenault, Co-Director of Bands, East, Pamela Lowell, Orchestra Director, East, Philip Lachance, Choir Director, West, Christine Harrington, Orchestra Director, West and Roxanne Murphy, Emerald Encore Instructor, East to travel to Washington DC, Norfolk, Virginia and Williamsburg, VA, with students from Cranston East and Cranston West (see list attached) to perform and tour Washington, DC; Marching Band Adjudication at the Virginia Arts Festival, from April 24, 2014 through April 28, 2014, at no cost to the School Department.

2. Meaghan McGonagle, Cranston High School East, and approximately 6-8 students will travel to Orlando, FL, from February 5, 2014 – February 9, 2014 to attend and participate in the DECA Sports and Entertainment Marketing Management Conference, at no cost to the School Department. Each student will be responsible for the financing of his/her trip.

3. Richard Abruzzini and Anne Mantia, teachers at Cranston High School West/Cranston Area Career & Technical Center, and approximately 32 students to travel to Atlanta, GA to partake in the National DECA Competition and attend leadership/career development conference sessions from May 2, 2014 to May 8, 2014, at no cost to the School Department. Each student will be responsible for the financing of his/her trip.

BUSINESS

PURCHASES AND PURCHASED SERVICES

NO. 13-11-26- RESOLVED, approval of the revised 2013-2014 budget as recommended by the Superintendent

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NO. 13-11-27- RESOLVED, that the Administration be authorized to establish the following tuition rates for the 2013-2014 school year:

Half Day Kindergarten \$ 6,517

Grades 1 – 12 \$13,033

Special Education \$54,726

Sanders Academy \$46,528

Transition Program \$23,776

**NO. 13-11-28- RESOLVED, that the following purchase be approved:
Reconditioning of Football Equipment and be awarded as follows:**

Helmet \$21.50 Riddell

Shoulder Pad \$ 8.15 Riddell

Rib Pad \$ 1.99 Riddell

Game Jersey \$ 1.15 Stadium

Game Pant \$ 1.70 Stadium

Number of bids issued 2

Number of bids received 2

**NO. 13-11-29- RESOLVED, that the following purchase be approved:
Reach In Freezer for Bain (Food Service Program) in the amount of
\$4,476.74**

Number of bids issued 7

Number of bids received 4

17. Public Hearing on Non-Agenda Items

**18. Announcement of Future Meetings – December 4 and December 9,
2013.**

19. Adjournment

**School Committee members who are unable to attend this meeting
are asked to notify the Chairperson in advance.**

**Interested persons and the public at large, upon advance notice, will
be given a fair opportunity to be heard at said meeting on the items
proposed on the agenda.**

**Individuals requesting interpreter services for the hearing impaired
must notify the Superintendent's Office at 270-8170 72 hours in
advance of hearing date.**

Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at www.cpsed.net, Cranston Public Schools' administration building, 845 Park Ave., Cranston, RI; and Cranston City Hall, 845 Park Ave., Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight hours (48) in advance of the meeting.

Notice posted: November 22, 2013

Flyer Distribution Policy #1327 (amended)

The Cranston School Department adheres to the law describing restrictions on commercial activity and fundraising in public schools. RI General Laws 16-36-6 et. Seq. 16-38-6 and has instituted the following procedures for the public to obtain permission to distribute flyers and announcements within Cranston Public Schools.

- Only school related activities will be distributed through students. School related activities include but are not limited to: School Lunch menus, class and school pictures, PTA/PTO/FEN activities, book sales and book fairs.**
- City, State and Federal Government organizations are excluded from these restrictions.**
- Flyers must meet the requirements stated in the Community Organization, Event and Youth Activity Announcement Policy (#1328)**

put forth by Cranston Public Schools.

- Community organizations, events or Youth Activity flyers may be distributed through schools via paper and/or listserv until June 17, 2013. As has been the practice in Cranston Public Schools District any organizations wishing to distribute flyers through the schools in paper form must make and pay for their own copies. Copies must be separated in batches of 25 and must be delivered to each school by the organization. Schools will not make copies of flyers.**
- Beginning June 18th, 2013 all approved announcements and flyers will be available for distribution through each school via listserv. Approved announcements and flyers will also be available on the CPSED.NET website page under the Community Organizations tab.**
- Families who do not have access to the internet will be able to find information on the Community Board at their school.**

First reading: January 22, 2013 Cranston Public Schools

Resolution No. 13-1-14 Cranston, Rhode Island

Policy Adopted/Amended: January 31, 2013

Resolution No. 13- 1-17

First Reading - November 25, 2013

Resolution No. 13-11-11

 

**NEW ENGLAND LABORERS/CRANSTON PUBLIC SCHOOLS
CHARTER SCHOOL**

**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS
CONSTRUCTION & CAREER ACADEMY
CHARTER SCHOOL**

PROGRAM OF STUDIES

**COURSE LISTING Revised 11/24/2010- APPROVED BY SCHOOL
COMMITTEE 2/2011**

Course No. Title of Course Grade Level No. of Credits

**C20M/S Construction Craft Applications I Gr. 10 1st Semester
.51.0 “Math Related”**

**C21M/S Construction Craft Applications II Gr. 10 2nd Semester .5
“Math Related**

C10 Construction 9 Gr. 9 .25

C30 Construction Engineering Gr. 11 1.0

W10M/S Career Exploration Gr. 9 .5.25

W20M/S World of Work Gr. 9 – 12 .5

W30M/S Construction Work Experience Gr. 12 3.0

W40 Career Work Experience Gr. 12 3.0

003 English 9 Gr. 9 1.0

013 English 10 – World Literature Gr. 10 1.0

023 English 11 – American Literature Gr. 11 1.0

033 English 12 – British Literature Gr. 12 1.0

048M/S English – Public Speaking Gr. 9 – 12 .5

085M English – Writing Lab Gr.9 – 12 .5

301 Algebra I Gr. 9 1.0 2.0

383 Math Standards I Gr. 10 .5

313 Geometry Gr. 10 1.0

384 Math Standards II Gr. 10 .5

**323 Advanced Math – Algebra II Gr. 10-12 1.0 -- Prerequisite:
Algebra I**

351 Integrated Math Gr. 10 1.0 -- To be phased out 2012

517 Consumer Math Gr. 10-12 1.0 Prerequisite: Algebra I

see 517 “Personal

Finance/Quicken”

for course description

177M/S Basic Economics Gr. 12 .5 “Math Related”

602 CAD/Drafting III (Advanced CAD) 1.0 “Math Related”

403 Physics First – Foundations of Physics Gr. 9 1.0

486 Earth’s Chemistry : Earth, Space, G r. 10 1.0

and Chemistry

423 Biology Gr. 11 1.0

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**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS
CONSTRUCTION & CAREER ACADEMY
CHARTER SCHOOL**

PROGRAM OF STUDIES

COURSE LISTING Continued

Course No. Title of Course Grade Level No. of Credits

485M/S Forensic Science (Biological) Gr. 11-12 .5

127 Geography Gr. 10 1.0

104 Democracy in Action Gr. 9 1.0

134M/S Rhode Island History Gr. 10 .5

124 United States History Gr. 11 1.0

177M/S Basic Economics Gr. 12 .5 “Math Related”

162M/S American Civil/Labor Law Gr. 11-12 .5

148M/S Geopolitics Gr. 9-12 .5

**522M/S Computer Literacy (Construction) Gr. 9-12 .5 Charter
School only**

601S M CAD (Computer Aided Drafting) Gr. 10-11 .5

602SM Advanced CAD Gr. 10-12 .5 “Math Related”

604M 21st Century Technology Skills Gr. 9-12 .5

605 Portfolio Readiness Gr. 9-12 .5

607M/S Video Production Gr. 9-12 .5

(formerly Media Studies-at Charter School only)

618 M Introduction to On-Line Gr. 11-12 .5

Communications

701 M Foundations of Art Gr. 9-12 .5

703 M/S Basic Art and Design Gr. 9 – 12 .5

702M Art & Design Applications Gr. 9 – 12 .5

713M Basic Sculpture & Ceramics Gr. 9 – 12 .5

717 M Advanced Sculpture and Ceramics Gr. 11-12 .5

000 Physical Education Gr. 9 – 12 .25 cr per year – totals 1.0

000 Health Gr. 9 – 12 .25 cr per year – totals 1.0

NOTE: Because all of the academic course descriptions have been integrated into the district-wide Program of Studies, the course descriptions below are for those specialized courses that are unique to the Charter School's programs and specific to two program pathways:

- Construction Craft and Technology Program Pathway**
- World of Work Exploration Program Pathway**

NEL/CPS Construction & Career Academy

Enrollment Information

Upon enrollment, Guidance Counselors meet with students and their parents/guardians to discuss the most appropriate course of study. Our curriculum offers two pathways of study: Construction Craft Technology and World of Work Exploration.

Our instructional approach for learning is Problem-Based Learning (PBL) which requires students to solve real-life problems. This unique and challenging approach to applied learning requires all students to use higher order thinking skills, hands-on learning, and work with 21st Century work skills.

All students, regardless of program selection, will need to successfully complete the Cranston Public Schools High Schools Diploma System proficiency requirements to graduate. These requirements are integrated into required courses in English, Math, Science, Social Studies, Physical Education, the Arts, Electives, Senior Portfolio, and mandated testing (the NECAP) in accordance with the Rhode Island State Department of Education's GSE proficiency graduation requirements. In addition, financial literacy is embedded throughout the curriculum.

Our faculty is all Rhode Island Certified teachers. Our Certified Construction Instructors have over 40 years of combined experience, and are members of Local 271.

U.S. Department of Labor

Employment and Training Administration

“In this day and age, when so many people have good reason to complain about the generation of students graduation high school who can’t count back change, can’t fathom how to control their spending and have no work ethic, the NEL/CPS Charter School is working hard to graduate a whole new type of Senior: one who is head and shoulders above the competition when it comes to being out in the workforce.”

Written by Jen Cowart, as published for US Dept. of Labor

May 7, 2009

Personalization Grade 9 Transition Program 0.5 cr

The transition from middle school to high school can be very challenging academically, personally, emotionally, and socially. In addition to coming into a new school, and a new type of school, learning to be successful in a new learning environment as in a unique Charter high school, requires some new skills and abilities. Being a successful high school student is the basis of our Personalization class. The overall theme of this class is emotional intelligence as defined in the research. Developing a mature perspective on life and how to be successful in it has many dynamics that need to be managed if a student is to grow and be successful.

Emotional intelligence involves personal goals, self-awareness, managing feelings, decision making (how we make decisions), managing stress, coping with change, self-concept, how we take our personal responsibilities, empathy for others, communication skills, diplomacy and conflict resolution.

Students are engaged in all of these “topics” in this course in order to understand, appreciate, and successfully work and learn in a new setting with new and diverse people, and take advantage of the opportunities offered in this environment.

Construction Craft and Technology Program Pathway

The construction craft and technology apprentice pathway is open to all students who meet eligibility requirements.

After graduation, the student will enroll in an extensive, four week apprenticeship program held at the New England Laborers Training Academy in Pomfret, Connecticut. Upon successful completion of the apprenticeship program and 4000 hours, each apprentice will be awarded 20 college credits towards an Associates Degree in Technical Studies from the Community College of Rhode Island.

To learn more about the Construct Craft and Technology Program, please view recent articles and The Charter newsletter on our [hyperlink](#).

Typical Course of Study for Construction Craft and Technology Program includes English/LA, Mathematics, Sciences, Social Studies, Art, Technology, PE, Health, and Portfolio projects designed to meet the school district's academic requirements, the state's GSE requirements for a Regent's Diploma, and the school's requirements for "standards of the trade" in the construction industry. Please see the Program of Studies course listing for each grade level.

The typical Course of Study for Construction Craft and Technology follows:

Grade 9: Introduction to Construction, Construction 9 "Making Choices" Project

Students entering high school have to make choices that will impact their education, career, and lives. Our

freshman Problem-Based Learning module, "Making Choices", focuses on the problem solving process by

examining five historical problems from the viewpoint of a person living through them. Studies include

"rumspringa" and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience,

the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating

activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of

Liberty, the Brooklyn Bridge and Gettysburg, PA. Students have the opportunity to meet representatives from LUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students make a Power Point presentation or other suitable media presentation summarizing their experiences.

**Grade 10: C20M/S & C21M/S: Construction Craft Technology Applications 1 and 2;
Semester 1, Grade 10**

**C20 M/S: Construction Craft Technology Applications I PBGR:
0.5 Math CreditRelated**

Students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborer's International Union of North America (LUNA). They are also taught the differences between the construction trade unions and their apprentice programs.

Because construction trades have a wide-range of types of work, students are engaged in a sample of the kinds of work to be informed about what is involved in that work. Through this process, they also learn what it is that they need to know and be able to do to be successful in construction work. Given this foundation for understanding the significant components of construction, students

are then required to research different types of structures, from skyscrapers to dams to tunnels, and finally draw and build a scale model house. They learn that the construction of these complex structures requires a great deal of high level mathematical computations.

The mathematics within the problem-based learning project in Grade 10 involves architectural design, the product of which is the drawing and building of a scale model house. The proof of what they have learned is in the success of the structural integrity of the scale model house.

This is a clear example of the kind of integration of learning that is an essential part of the program in construction. Students, to be successful with this project, need to understand why they need to know and be able to apply mathematics within the construction environment.

In addition to the “scale model house,” throughout this year-long course, there are a number of “hands on” projects that require integration of curriculum, including mathematics, for successful completion. Some of these projects are: building a brick patio, forming and pouring a concrete patio, and small demolition projects.

C21 – Construction Craft Technology Applications II PBGR: 0.5 Math Credit

The second semester, C21, continues the integration of mathematics

within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which student engage, as noted above, is the building of a scale model home, with a design of their choice. Students work in teams of three or four as part of the 21st Century Skills standards for cooperative and collaborative learning and work which involves working in teams.

Through this major project, students begin to learn line and grade, using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.

****The C20M/S & C21M/S courses content lay the foundation for the culminating construction project in Grade 12.**

**Grade 11: C 30: Construction Engineering Term: FY Grade 11 PBGR:
1.0 Credit**

Building on the lessons learned in Grade 10, students learn additional construction math applications with

more “hands on” projects. The curriculum revolves around the

building of a forty foot concrete bridge.

Construction math, line and grade, excavation, soil compaction, concrete forms, concrete placement, cutting

torches, demolition, and construction safety are the focus of this project. Students are scored on

proficiencies and graded on classroom work, “hands on” projects, and being reliable and responsible

workers.

“Building Bridges” Project: In Grade 11, students are challenged with the most intricate of activities. They

are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland.

There’s a catch!! The land mass is home to the only confederate Civil War cemetery in the north. Also, they

have the problem of “How do you get tourists to visit a cemetery on an island?”

Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from

the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction.

There is another problem, however. During the placement of the bridge footings, students find a human bone!

Classes in World of Work, mathematics, social studies, forensic

science, computer science, English/Language

Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode.

At the same time, a scale model of an actual bridge is completed in the Construction Technology Laboratory.

Student build an actual 40' pedestrian bridge on-site. Once completed, students visit Sandusky, Ohio – site of the actual cemetery to compare their solutions. This popular problem caps two years of our Problem Based Learning continuum.

Grade 12: W 30 M/S: Construction Work Experience; Senior Portfolio

Grade 12 PBGR: 3.0 Credits

Seniors have opportunity of early dismissal in order to fulfill an Internship, Community Service, post secondary education, or obtaining work experience.

Prerequisite:successful completion of C-20,C-21, and C-30

Through this Senior Year Construction Course, students study OSHA requirements for safety, and engage in

not only concrete work, but also pipe (water systems) work. This course continues to prepare students for

“hands on” work-study, and off-site work as has been done at St. Ann’s Cemetery in Cranston.

The construction project for Senior Year is for the class to work together to frame a 16' x 16' house, on-site,

to include windows, doors, a 40' section of driveway, water system to sewer main .

Successful completion of this project can result in students' earning an OSHA 10 Safety Certificate.

This is the culminating project of three years of Problem Based Learning curriculum.

Grade 12: Senior Portfolio

World of Work Exploration Program Pathway

The World of Work (WOW) Exploration pathway is a comprehensive career program in which students learn about career choices, job seeking skills, workplace ethics, cultural diversity in the work environment and society, and employer expectations.

More specifically, the curriculum is concentrated into four sections:

- Developing a career plan
- Job attainment skills
- Job retention skills
- And development of life skills

Students further refine those skills by gaining part-time employment under the guidance and mentorship of World of Work program staff and employers.

To learn more about the World of Work Exploration pathway, please view our brochure, recent articles, and The Charter newsletter on our hyperlink.

Typical Course of Study*

Grade 9: W 10 M/S: Career Exploration; Making Choices Project Term: FY Gr. 9 0.5.25Credit

The Career Exploration curriculum at the NEL/CPS Career Academy has been prepared for the 9th grader to introduce them to what they can expect when they seek to become productive members of the workforce.

The program includes group and one-on-one career exploration intended to introduce students to the various careers for which they may have an interest and aptitude. During the year, each student is assisted in preparing his or her résumé. While at this point in their lives, they may not have work experience and extensive education to put on the résumé, there is an emphasis placed on including their skills and interests as well as any work they may have done in the household or in their neighborhood. Students are amazed to learn that they have quite a bit that they have accomplished in their young lives and are pleased to see that documented on a résumé.

Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.

A critical portion of the Career Exploration curriculum is lessons that focus on life skills and work place etiquette and behavior. Students are introduced to such topics as listening skills, thinking skills, integrity, honesty, teamwork, conflict resolution, dealing with work situations and other areas designed to help them become good citizens and eventually good workers.

Grade 11: W 20 M/S: Work of Work Exploration Term: FY Gr. 10 – 12 0.5 Credit

In the 11th grade, students are now able to put into practice what they previously learned in the way of life skills and work readiness skills. During the year the students' résumés are updated and more emphasis is placed on career exploration.

Much more instruction is provided in interviewing skills and how to apply for jobs to include filling out job applications, sending cover letters, thank you letters, and resignation letters. Students are introduced to the major industry clusters for which there is a growing job demand.

A critical component of the World of Work Program is placement of the student in either paid or non-paid work experiences. These may be in the private or public sectors. This placement gives the students an opportunity to put into practice all the work readiness and life skills that they have learned in class.

Also, during this school year, students participate in a class project that is designed to teach teamwork and is directly related to the world of work.

Grade 12: W 40 World of Work - Career Work Experience; Senior Portfolio

Seniors have opportunity for early dismissal for an internship, community service, post secondary education, or obtaining work experience.

Problem Based Learning

Linking the ACADEMIC and CONSTRUCTION Curriculum

Our Program

Problem-Based Learning (PBL) is an instructional approach which requires the student to solve real-life problems. The program, developed at the NEL/CPS Construction Career Academy, is a unique and challenging approach to provide higher order thinking skills and hands-on learning to ALL students. Our students not only solve problems in each academic content area but also solve them as they

occur across the entire curriculum including Construction Technology, art, computer science, and World of Work. Many of the activities in each PBL module are portfolio worthy and can be included in each student's graduation by proficiency presentation.

It is important to note that cross-curricular problem based learning is only part of our total program. All subjects follow the national standards of their discipline and the Grade Span Expectations (GSE's) as prescribed by the State of Rhode Island and New England Common Assessment Program.

Vital to the success of this program are the summative activities that have been carefully planned utilizing content area standards, national financial literacy standards, GSE's, and Construction Technology standards. Our culminating activities are field trips to the sites where each of these modules occur. All problem-based learning modules utilized at the school have real-life applications which are fully explored and analyzed by our students.

As this is the only program of its kind in a structured high school setting, our nationally recognized curriculum has been featured in such magazines as the AFT's "American Teacher" and at professional conferences across the country. We have been fortunate to share our vision at educational conferences in such places as Anaheim, California, St. Louis, Missouri, Hartford, Connecticut, New Orleans, Louisiana, Boston, Massachusetts and the annual NEL Educational Symposium in Pomfret, Connecticut. Our teachers have also been videotaped for presentations at professional development institutes in Japan.

Grade 9: “Making Choices”

Students entering high school have to make many choices that will impact their education, career, and lives. Our freshman Problem-Based Learning module, “Making Choices”, focuses on the problem solving process by examining five historical problems from the viewpoint of a person living through them. Studies include “rumspringa” and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience, the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of Liberty, the Brooklyn Bridge, and Gettysburg, PA. Students have the opportunity to meet representatives of LIUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students then make a PowerPoint or other suitable media presentation summarizing their experiences.

Grade 10: “Building on a Dream”

Students in Grade 10 study the process and procedure of building a house. They are given a fictional identity and career and it is up to them to decide where they will build their dream house. English/Language Arts, mathematics, Rhode Island history, geography, and science prepare students to make a simulated move to their ideal community. Students then build their homes in Construction Technology class using materials “purchased” in math

class. This module culminates in a trip to Washington, DC and Virginia where students explore the governmental issues that impact construction, visit the headquarters of the Laborer's International Union of North America, and may participate in building an actual house with charitable organizations such as Habitat for Humanity.

Grade 11: "Building Bridges"

In Grade 11, students are challenged with the most intricate of activities. They are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland. There's a catch! The land mass is home to the only confederate Civil War cemetery in the north. How do you get tourists to visit a cemetery? Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction. There is one problem however. During the placement of the bridge footings, students find a human bone! Classes in World of Work, mathematics, social studies, forensic science, computer science, English/Language Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode. At the same time, a scale model of an actual bridge is the Construction Technology Laboratory. Once completed, students visit Sandusky, Ohio, the site of the actual cemetery to compare their solutions. This popular problem caps our three year PBL continuum.

IN ADDITION TO THE ACADEMIC AREA REQUIREMENTS, WHICH ARE DESCRIBED IN THE ACADEMIC AREAS SECTIONS of the PROGRAM OF STUDIES FOR ALL HIGH SCHOOLS IN CRANSTON, DESCRIPTIONS OF THE FOLLOWING SPECIALIZED AND UNIQUE COURSES WITHIN THE TWO PATHWAYS ARE BELOW.

CONSTRUCTION CRAFT TECHNOLOGY COURSE DESCRIPTIONS

C 20: Construction Craft Technology Applications I Term: Semester I Grade 10 PBGR 0.5 Math Related

In Grade 10, first semester, students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborers' International Union of North America (LUNA). They are also taught the differences of the construction trade unions and their apprentice programs.

Because construction trades have a wide-range of types of work, students are engaged in a sample of the kinds of work, what is involved in that work, and what they need to know and be able to do to be successful in construction work. As a foundation for understanding the significant components of construction, students are required to research different types of structures, from

skyscrapers to dams to tunnels and finally bridges. The building of these structures requires a significant number and types of mathematical computations. The mathematics within the problem-based learning project involves architectural design as they draw and build a model bridge. Understanding why they need to know and be able to do, in terms of what they are being taught, integrates the mathematical content within the construction environment. In addition to the bridge project, throughout the year-long course, a number of “hands-on” projects are completed involving mathematics , as: building a brick patio, forming and pouring a concrete patio, and small demolition projects. The course content lays the foundation for the culminating construction project in grade 12.

This is the first course in the Construction Craft Technology Program Pathway. It is a “ground laying” course that introduces students to not only to construction work environments , but also the actual components/aspects of construction. In effect, it is more than an introduction. Students learn about the Unions through which they will be gainfully employed. To be gainfully employed in the construction trades requires essential foundational knowledge and skills in the construction field. Within these are the essential knowledge of the types of mathematical problem solving required in the construction field. The course supports the direction of the Academy’s purpose by incorporating more of the mathematical components. It also addresses the need to incorporate more

mathematics in the curriculum to better support students' achievement in mathematics as assessed on the NECAP.

C-21 – Construct Craft Technology Applications II Term: Semester II Grade 10 PBGR 0.5 Math Related

Following C-20, this course continues the integration of mathematics within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which students engage is the building of a scale model home, with a design of their choice. Students work in teams of three or four as part of the 21st Skills standards for cooperative and collaborative learning and work.

Through this major (“Building on the Dream”) project work, students begin to learn line and grade using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.

1.0

Learning achieved (lessons learned) in Grade 10 Construction Math Application are used in a more “hands-on” approach. The curriculum revolves around learning to build a forty foot concrete bridge (“Building Bridges Project”). Knowledge and skills are integrated into applied learning. Building a concrete bridge requires integration of and application of knowledge and skills as Construction Math, line and grade, excavation, soil compaction, building and using concrete forms, concrete placement, using cutting torches, demolition, and construction safety. Students learn through classroom work, “hands-on” projects to resolve problems, and reliable classroom attendance. Rubrics are used to determine level of proficiencies based on state GSE’s and construction standards.

W 30 M/S: Construction Work Experience Term: FY Grade 12 PBGR 3.0

Prerequisite: Successful completion of Construction Craft Applications and Construction Engineering courses.

In this Senior Year course, students study OSHA which governs all construction projects relative to safety, and learn more about concrete and pipe work. The focus is on preparation for the field of construction, with opportunities for “hands-on” work study. An example would be off-site work at St. Ann’s Cemetery in Cranston where students work on a variety of construction related projects.

Students also work on their Senior Portfolio.

WORLD OF WORK PATHWAY COURSES

W10M/S Career Exploration Term: FY Grade 9 PBGR: 0.5

The Career Exploration curriculum has been prepared for the 9th grader to introduce him/her to what can be expected when they seek to become productive members of the workforce.

The program includes group and one-on-one career exploration intended to introduce students to the various careers for which they may have interest and aptitude. During the year, each student is assisted in preparing his/her résumé.

While it is understood that, at this point in their lives, students may not have work experience and extensive education to put on the résumé, there is emphasis placed on including their skills, talents, and interests as well as any work they may have done in the household or in their neighborhood. Students are amazed to learn that they have quite a bit that they have accomplished in their young lives and are pleased to see that documented on a résumé.

Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.

A critical portion of the Career Exploration curriculum are lessons that focus on life skills and work place etiquette and behavior. Students are introduced to such topics as integrity, honesty, teamwork, conflict resolution, dealing with work situations that not

only require the honing and enhancement of their listening and thinking skills, and other areas designed to help them become good citizens and eventually good and productive workers. Students are engaged in successful completion of the “Making Choices” Project.

W20 M/S World of Work Term: FY Grade 9 – 12 PBGR 0.5

Most students enroll in this course in the 11th grade as they are now able to put into practice what they have previously learned in the way of life skills and work readiness skills. During the year, the students' résumés are updated and more emphasis is placed on career exploration.

Must more instruction is focused on students' learning interviewing skills and how to apply for jobs, including filling out job applications, sending cover letters, follow-up thank you letters, and resignation letters. Students are introduced to the major industry clusters for which there is growing job demand.

A critical component of the World of Work Program is placement of the student in either paid or unpaid work experiences. These may be in the private or public sectors. This placement provides opportunities for applied learning of work readiness and life skills and self-assessment of these in practice.

Also during the school year, students participate in a class project that is designed to teach teamwork directly related to how companies expect and require employees to work.

Students are actively engaged in providing evidence of these proficiencies in the “Building on a Dream” Project.

W 40 World of Work -Career Work Experience Term FY Grade
12 PBGR 3.0

Students have opportunities for part-time work experiences under the guidance and mentorship of World of Work faculty and Mentors at the job placement. Students are assessed on their abilities to apply what they have learned at the proficient level. They are also engaged in demonstrating proficiencies through work in completion of the “Building Bridges Project” and their Senior Portfolio.

First Reading: August 20, 2013 – Resolution 8-3-13

Second Reading: September 10, 2013 - Resolution No. 9-1-13

NEL and CPS Construction and Career Academy

First Reading: October 21, 2013 – Resolution 13-10-13

Cranston School Committee Agenda

Second Reading: November 25, 2013 – Resolution No. 13-11-12

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PERSONNEL 4111

Recruitment and Selection of Employees

1. Purpose

The Cranston School Committee is committed to providing the highest quality educational Program for the Cranston Public Schools in accordance with the highest aspirations of the community and the staff.

This common goal shall be the concern of the Administration, the School Committee and the community at large.

Professionalism

Cranston Public Schools is dedicated to providing each individual with an opportunity to realize his/her full potential in an educational environment which emphasizes student achievement and success.

Innovation and best practices based on research are an important aspect of the Cranston Public Schools' educational programs.

II. RECRUITMENT AND SELECTION

It shall be the duty of the Superintendent of Schools to assure that persons recommended for employment shall meet all qualifications established by law and by the Cranston School Committee for the type of position for which the recommendation is made.

All efforts in recruitment shall be directed at attracting the most qualified persons possible and additional effort shall be made to attract persons from diversified backgrounds. Also, efforts will be made to pursue affirmative action through positive and aggressive measures.

To accomplish this requirement, all vacancies will be clearly posted within the school district and, depending on the position, should be advertised on a state or national level, as determined appropriate by the Superintendent or his/her designee.

When a position has been determined to be vacant and has not been deemed by the School Committee as a position that should be eliminated, then, that position will be posted and filled as soon as possible. Posting will be for 14 calendar days.

**First Reading: November 25, 2013 – Resolution 13-11-13
Cranston School Committee Agenda**

PERSONNEL 4111(a)

RECRUITMENT AND SELECTION OF EMPLOYEES

The following procedures shall apply to determining the need for and

selection of candidates for new and replacement positions:

1. The Chief Operating Officer shall consult regularly with appropriate administrative staff to determine whether a vacancy exists.

2. The Chief Operating Officer shall meet with appropriate administrative staff to determine job specifications and/or criteria for evaluation of candidates.

3. Files of candidates shall be reviewed by Administrators and the Personnel Office and interviews shall be scheduled. All Affirmative Action policies and procedures adopted by the Cranston School Committee shall be adhered to. Candidate files will be reviewed with sensitivity to equity issues such as gender, racial/cultural diversity, disability and other legally protected status.

4. To ensure balanced representation a team of interviewers should be selected to include at least an administrator, teacher, and parent. If the team is interviewing for a non-certified position the team would consist of an administrator, a member of the department or school. The purpose of the screening Committee is to interview all qualified applicants and to forward to the Superintendent for consideration and recommendation:

a. The Screening/Interview Committee will be formed with sensitivity

to equity issues.

b. The appropriate administrators will develop a list of interview questions.

c. Those administrators will review and select candidates to be interviewed based on the job description and written criteria developed by the interview team.

d. Cranston substitutes and/or Cranston residents who apply for the specific posted position will be considered for an interview.

e. The team will be given the opportunity to review applications on file to determine if there are any other individuals that could be considered.

5. Each member of the Screening/Interview team must attend all interview sessions with prospective candidates for a particular position. If a person is not able to attend all interview sessions, that person has no rating privilege.

6. After a candidate is interviewed, each member of the Screening/Interview team shall complete a Report of Interview form without consultation. Results of the interview will be made known to members of the Screen/Interview team and the results will be confidential.

7. The chairperson of the Screening/Interview team will submit, through the appropriate central administrator to the Superintendent, the top candidates in alphabetical order, with supporting data,

defining characteristics of strengths and weaknesses as related to job specifications and responses to the interview questions.

8. When dealing with large numbers of candidates, the screening/interview teams should include with the interview results, supporting data, defining characteristics, and the strengths and weaknesses of the candidates. Questions should cover a broad spectrum as appropriate to student needs and programs.

9. The Screening/Interview team will submit all work to the Superintendent who has the ultimate responsibility to recommend a candidate to the School Committee at the next scheduled meeting.

10. Screening /Interview team must understand that the entire screening process must be held in the strictest confidence.

11. Other consideration by the Superintendent

a. Experience in the actual job held, including special qualifications that may be required or educationally desirable for a position and must be student focused.

b. Certifications held including highly qualified status and National Board Certification (if applicable).

- Any other information in candidates file**
- work history**
- professional development**
- discipline history**

- degree
- transcripts
- test score (if applicable)
- recommendations
- community involvement
- professional affiliation
- evaluations
- any other relevant data

12. Unsuccessful applicants may contact the Chief Operating Officer to discuss their candidacy.

First Reading: November 25, 2013 – Resolution 13-11-13

Cranston School Committee Agenda

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PERSONNEL 4112.1

APPOINTMENT

All professional and non-certified employees will be appointed by a resolution of the Cranston School Committee. A written confirmation will be mailed to the new employee who will include a copy of their collective bargaining agreement or the appropriate non-certified employee policy.

Policy Adopted: 9/28/72 Cranston School Department

Readopted 8/20/73 Cranston, Rhode Island

First Reading: October 21, 2013 – Resolution 13-10-15

Second Reading: November 25, 2013 – Resolution 13-11-14

Cranston School Committee Agenda

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4115.2(a)

PERSONNEL

Promotions

A. Promotional positions are defined as positions below the rank of

Assistant

Superintendent.

B. All vacancies in promotional positions shall be filled pursuant to the following procedures:

1. A notice shall be posted in every school building clearly setting forth a description of and the qualifications for the positions.

2. Such notices shall be posted as far in advance as practicable, and at least ten (10) school days before the final date for submission of applications.

3. Employees who desire to apply for such vacancies shall submit their letter of intent and resume to the Superintendent or specified representative within the time limit specified in the notice. Applications shall include qualifications for the position as well as other data requested in the notice and/or helpful in evaluating the applications.

4. Employees who apply and are qualified for such positions shall be interviewed by a committee appointed by the Superintendent. Interview ratings for each qualified applicant shall be prepared independently by each member of the committee. Recommendation for a vacancy shall be made by the Superintendent from among the

top three applicants unless he/she decides to make no recommendation from such applicants.

5. Other considerations by the Superintendent

a. Experience in the actual job held, including special qualifications that may be required or educationally desirable for a position and must be student focused.

b. Certifications held including highly qualified status and National Board Certification (if applicable)

- Any other information in the candidates file**

- o work history**

- o professional development**

- o discipline history**

- o degree**

- o transcripts**

- o test scores (if applicable)**

- o recommendations**

- o community involvement**

- o professional affiliation**

- o evaluations**

- o any other relevant data**

C. All employees who apply and are qualified for a promotional position shall be

Interviewed and shall subsequently be notified of the disposition of their application before the appointment is made.

Policy Revised: 10/16/78

Amended: 7/19/82

Amended: 10/21/13

First Reading: November 25, 2013 – Resolution 13-11-15

Cranston School Committee Agenda

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Policy #9370

School Committee Code of Basic Management Principles and Ethical School Standards

The Cranston School Committee does hereby establish a code of basic principles and ethical standards for school committee members acting individually and collectively as boards of education in the management of the public schools of Cranston.

The Cranston School Committee accepts the obligation to operate the public schools in accordance with the fundamental principles and standards of school management, which include but are not limited to the following:

(1) Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary.

(2) Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools.

(3) Recognize their critical responsibility for selecting the superintendent, defining his or her responsibilities, and evaluating his or her performance regularly without directly engaging in administrative processes.

(4) Accept and encourage a variety of opinions from and communication with all parts of the community.

(5) Make public relevant institutional information in order to promote communication and understanding between the school system and the community.

(6) Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations.

(7) Conduct meetings with planned and published agendas.

(8) Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved.

(9) Establish and maintain procedural steps for resolving complaints and criticisms of school affairs.

(10) Act only through public meetings since individual board members have no authority to bind the board.

(11) Recognize that the first and greatest concern must be the educational welfare of the students attending the public schools.

(12) Work with other committee members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.

(13) Avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain.

(14) Attend all regularly scheduled committee meetings as possible, and become informed concerning the issues to be considered at those meetings.

First Reading: November 25, 2013 Resolution No. 13-11-16

Cranston School Committee Agenda

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CRANSTON SCHOOL DEPARTMENT #5141.31

Policy Against Teen Dating Violence and Sexual Violence

Teen Dating Violence and Sexual Violence disrupts a school's ability to educate students and threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Teen Dating Violence and Sexual Violence is prohibited in the public schools of Cranston, RI [R.I.G.L. § 16-21-30].

It is the policy of the Cranston Public Schools that all students be treated with respect. The purpose of this policy is to:

- o Raise school-wide awareness about teen dating violence and sexual violence;**
- o Provide direction in responding to incidents; and**
- o Prevent new incidents of dating violence and sexual violence.**

At all times, school staff will model correct and courteous behavior to each other, to students, and to visitors to the school. Abusive or humiliating language or demeanor will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to if abuse develops. To the extent possible the influence of cliques and other exclusive school groupings will be diminished by the creation of a range of inclusive school activities in which students will be encouraged to participate [R.I.G.L. 16-38-4. Exclusive clubs].

The Equal Employment Opportunity Commission (EEOC) has issued regulations under Title VII of the Civil Rights Act of 1964 entitled Sexual Harassment and Title IX of the Education Act of 1972, Anti-Discrimination Laws.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE DISTRICT'S STATEWIDE BULLYING POLICY, ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND

GRIEVANCE PROCEDURE AND SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY POLICY.

Definitions:

Dating Violence: Dating violence is a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control his or her dating partner.

Sexual Assault: Sexual assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- o Intentional touching of someone in ways that are unwanted;**
- o Voyeurism;**

#5141.31

- o Exposure to exhibitionism;**
- o Undesired exposure to pornography; or**
- o Public display of images that were taken in a private context or when the victim was unaware.**

At School: In the context of these regulations, the phrase at school includes the following places and situations:

- o In any location of the school (classroom, lavatory, locker room, gymnasium, etc.)**
- o Anywhere on school property**
- o Immediately adjacent to school property**
- o On a school bus or other school vehicle**
- o At school bus stops**
- o While students are walking to or from school**
- o At any school-sponsored activity or event, whether or not held on school premises**

Disciplinary Sanctions: As a school community, we believe in progressive discipline to educate our students. Repeated offenses will result in more severe consequences. Disciplinary consequences will be determined on a case-by-case basis and reflect the number and severity of disciplinary issues. Parents are important partners in the disciplinary process. Communication with parents will be open and frequent as we work together to solve disciplinary issues for the safety and well-being of our students.

Disciplinary Sanctions for teen dating violence and sexual violence may include:

- o Loss of the opportunity to participate in extracurricular activities**
- o Loss of the opportunity to participate in school social activities**

- o Loss of the opportunity to participate in graduation exercises**
- o Loss of school bus transportation**
- o Transfer to another school**
- o Assignment of additional community/school service**
- o Classroom exclusion**
- o Short term school suspension (10 or fewer days of suspension) or long term suspension (suspension of more than 10 days)**
- o Admonitions, warnings and counseling**

Reporting Procedures: Cranston Public Schools shall establish a procedure for reporting, filing, and acting upon reports of incidents of teen dating violence and sexual violence. The procedure will be publicized to staff, parents, students, and volunteers. The person(s) responsible for reporting are:

- o The victim**
- o Anyone who witnessed any act covered by this policy**
- o Anyone with credible information that an act covered by this policy is or has taken place**

#5141.31

A complaint form is attached to this policy, in the Cranston High School handbook, and on the Cranston High School website. Additional forms can be found in every classroom, guidance office

and Principal's office. Reports should be made to an adult within the school system.

Administrator and Staff Training: The school shall provide training on the Cranston School District's teen dating violence and sexual violence policy to all staff who have significant contact with students, including educators, school nurses and mental health staff, administrators, custodial and food service staff, and parents.

Per the Lindsay Ann Burke Act, the training shall specifically include, but not be limited to:

- o Basic principles and warning signs of dating violence**
- o The Cranston teen dating violence and sexual violence policy.**

Student Education: On-going age-appropriate education on healthy relationships shall be provided to all students in grades K-12, with specific instruction relating to teen dating violence taught yearly in grades 7-12. Per the Lindsay Ann Burke Act this curriculum shall include but not be limited to:

- o Defining teen dating violence;**
- o Recognizing dating violence warning signs; and**
- o Characteristics of healthy relationships.**

Additionally, students shall be provided with the school district's teen dating violence and sexual violence prevention policy. Upon written

request to the school Principal by a parent or legal guardian of a pupil less than eighteen (18) years of age and within a reasonable period of time after the request is made, said parent or legal guardian shall be permitted to examine the health education instruction materials at the school in which his or her child is enrolled.

Social Skills Training: The school health program and school counseling services will include appropriate social skills training to help students avoid isolation and to help them interact in a healthy manner.

Responsibility of Students: Students who observe any act covered by this policy or who have reasonable grounds to believe an act is taking or has taken place in violation of this policy are obligated to report the incident to school authorities. Failure to do so may result in disciplinary action.

Investigation: The Principal or his or her designee shall investigate all allegations of acts in violation of this policy. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to appropriate due process procedures, will be imposed. The investigation will include an assessment by the appropriate school personnel of the effect the incident has had on the victim.

Police Notification: When the act involves conduct that involves criminal law, the police will be notified.

#5141.31

Help for the Victim: If the investigation determines the victim's mental health has been placed at risk, appropriate referrals will be made. If the incident included a violent criminal offense, the victim will be informed of any school transfer rights he or she may have under the Federal No Child Left Behind Act.

Prohibiting Against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate a victim, those who are witnesses to an incident, or those investigating the incident, shall not be tolerated. In most cases, retaliation or threat of retaliation will result in imposition of a short or long-term school suspension. In appropriate cases, school officials will refer to [R.I.G.L. 11-42-2. Extortion and Blackmail] [R.I.G.L. 59-2 Stalking Prohibited].

Prohibiting Against False Reporting: False reports of acts covered by this policy will be subject to appropriate school discipline, including short and long term suspension from school.

Individualized School Safety Plan: If a student is the victim of an act in violation of this policy and as a result, does not feel safe in his or her school environment, the Principal of the school will prepare a written school safety plan outlining what steps will be taken to

provide the student with a safe educational environment. This plan will be developed, if possible, with input from the parents of the student. Staff members who are to implement the plan will help formulate it.

#5141.31

TOWN OF CRANSTON PUBLIC SCHOOLS
SEXUAL HARRASSMENT, DATING VIOLENCE, AND SEXUAL
VIOLENCE
COMPLAINT FORM

Name:_____

Date:_____

Date(s) _____ **of** _____ **Alleged**
Incident(s)_____

Persons/Parties involved:

Position/Grade_____

Position/Grade_____

Position/Grade_____

Position/Grade_____

Description _____ **of** _____

event(s)_____

When and where did the event happen?

Were there any additional witnesses? ☐ yes ☐ no

If yes, who?

Is this the first incident? ☐ yes ☐ no ☐ I don't know

**If no, how many times has it happened
before?_____**

Other information including previous incidents or threats:

I certify that all the statements made in this complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provided only as necessary in pursuing the investigation

#5141.31

Student: _____

Date: _____

School Official receiving complaint:

_____ **Date:** _____

School official conducting follow-up:

_____ **Date:** _____

First Reading: November 25, 2013 Resolution No. 13-11-17

Cranston School Committee Agenda

** **

#5141.32(a)

CRANSTON SCHOOL DEPARTMENT

SAFE SCHOOL ACT STATEWIDE BULLYING POLICY

INTRODUCTION

This Statewide Bullying Policy is promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified statewide approach to the prohibition of bullying at school.

Nothing in this policy prohibits the Cranston School Department from complying with federal antidiscrimination laws

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1. DEFINITIONS

BULLYING means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- a. Causes physical or emotional harm to the student or damage to the student's property;**
- b. Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;**
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;**
- d. Infringes on the rights of the student to participate in school activities; or**

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e. Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

If the expression, physical act or gesture includes an incident or incidents that may be reasonably perceived as being motivated by characteristics or harassment based on race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, age or disability then the matter should be investigated under the District's Anti- Discrimination/Anti-Harassment Policy and Grievance Procedure.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s).

CYBER-BULLYING means bullying through the use of technology or any electronic communication, which shall include, but not be limited

to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Forms of cyber-bullying may include but are not limited to:

- a. The creation of a web page or blog in which the creator assumes the identity of another person;**
- b. The knowing impersonation of another person as the author of posted content or messages; or**
- c. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.**

AT SCHOOL means:

- a. on school premises,**
- b. at any school-sponsored activity or event whether or not it is held on school premises,**
- c. on a school-transportation vehicle,**

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- d. at an official school bus stop,**
- e. using property or equipment provided by the school, or**
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.**

2. SCHOOL CLIMATE

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

3. POLICY OVERSIGHT and RESPONSIBILITY

The school Principal, director, or head of school shall be responsible

for the implementation and oversight of this bullying policy.

The school Principal, director, or head of school shall provide the superintendent, school committee and/or school governing board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24).

4. INFORMATION DISSEMINATION

The school Principal, director or head of school shall ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding this Policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy.

This policy shall be:

- a. Distributed annually to students, staff, volunteers, and parents/legal guardians**
- b. Included in student codes of conduct, disciplinary policies, and student handbooks**

c. A prominently posted link on the home page of the school /district website

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5. REPORTING

The school Principal, director or head of school shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon (See attached sample Report Form).

The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Any student or staff member who believes he/she is being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents/Guardians of the victim of bullying and parents/ guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of

bullying, the parents/ guardians of the child will be notified immediately by the Principal, director or head of school.

Responsibility of Staff: School staff, including volunteers, who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students: Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying, however, shall not be subject to discipline for failing to report the bullying. Student reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations: A school employee, school volunteer or student who knowingly makes a false accusation of bullying or

retaliation shall be disciplined in accordance with the school behavior code.

Reports in Good Faith: A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying.

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6. INVESTIGATION/RESPONSE

The school Principal, director or head of school shall promptly investigate all allegations of bullying, harassment, or intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations.

The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification: Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection: If a student is the victim of serious or persistent bullying:

- a. The school Principal, director or head of school will intervene immediately to provide the student with a safe educational environment.
- b. The interventions will be developed, if possible, with input from the student, his or her parent/guardian, and staff.
- c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

7. DISCIPLINARY ACTION

The disciplinary actions for violations of the bullying policy shall be determined by the school/district appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior.

The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

- a. Admonitions and warnings**
- b. Parental/ Guardian notification and meetings**
- c. Detention**
- d. In-school suspension**
- e. Loss of school-provided transportation or loss of student parking pass**
- f. Loss of the opportunity to participate in extracurricular activities**
- g. Loss of the opportunity to participate in school social activities**
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities**
- i. Police contact**

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j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

8. SOCIAL SERVICES/COUNSELING

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

9. SOCIAL NETWORKING

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

10. OTHER REDRESS

This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

11. ADOPTION OF POLICY

The Cranston School Committee hereby adopts this policy, in its entirety effective immediately.

First Reading: November 25, 2013 Resolution No. 13-11-18

Cranston School Committee Agenda

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#4116.11 and #5147

CRANSTON SCHOOL DEPARTMENT SECTION 504/ADA

PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“ADA”) and their implementing regulations, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the Cranston School Department “(District)”. The District does not discriminate in admission or access to, participation or treatment, or employment in, its programs or activities. As such, the District’s policies and practices will not discriminate against students and employees and with disabilities, will provide equal opportunity to employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. Disability discrimination will not be permitted in any of the programs, activities, policies, and/or practices in the District.

As used in this policy and as defined under Section 504/ADA (as the same may be amended from time to time), “an individual with a disability” means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

The Section 504 regulations also require a school district to provide a

"free appropriate public education" (FAPE) to each eligible student who has a disability and is in the school district's jurisdiction. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met and are based upon adherence to the applicable Section 504 and Title II regulations.

1. Free and Appropriate Public Education for Students

The District is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504.

Under Section 504, the District must provide a free appropriate public education to each qualified disabled child. A free appropriate public education, under Section 504, consists of regular or special education and related aids and services that are designed to meet the individual student's needs and based on adherence to the regulatory requirements on educational setting, evaluation, placement, and procedural safeguards. 34 CFR 104.33, 104.34, 104.35, and 104.36. A student may be handicapped within the meaning of Section 504, and therefore entitled to regular or special education and related aids and services under the Section 504 regulations, even though the student may not be eligible for special education and related services under IDEIA.

Parent(s)/guardian(s)/custodian(s)/ (“parents”) are invited and encouraged to participate fully in the evaluation process, 504 plan development, 504 meetings, etc.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. The District will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate.

Any parent who disagrees with a decision made by the District or the disagrees with the student’s 504 team may follow the “Grievance Procedure for Addressing Discrimination” set forth below OR may request a hearing before an impartial hearing officer at the Rhode Island Department of Education (RIDE) OR may file a complaint with the United States Department of Education, Office of Civil Rights (OCR). Contact information for RIDE and OCR can be found at the end of this policy.

2. Employment Practices

Discrimination Prohibited

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the District's programs or activities. Further, the District will take positive steps to employ and advance in employment qualified individuals with disabilities. The District will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the District will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation

The District will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities.

3. Facilities and Programs

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or

otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies. This includes, but is not limited to, providing accommodations to parents with

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disabilities necessary for them to participate as other parents are allowed to participate in their child's educational programs or meetings pertinent thereto.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. Programs and activities will be designed and scheduled so that the location and nature of the facility or area of the program will not deny a student with a disability the opportunity to participate on the same basis as a student without disabilities. The District will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the district will give priority to

those methods that serve persons with disabilities in the most integrated setting appropriate.

Designated Officials for Addressing Discrimination Complaints

In each school building, the Principal is responsible for receiving and investigating reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of discrimination with the Principal. In the event that the Complaint alleges violations against the Principal, the Complaint shall be delivered to the Superintendent, who shall appoint an individual to conduct the investigation.

Grievance Procedure for addressing Discrimination

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of disability discrimination. If the complaint pertains to allegations of disability-based harassment, refer to the District's Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure.

A person who believes that he or she had been discriminated against is encouraged to report the situation to the Principal immediately. Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or the time the individual reasonably

becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

1. the specific action objected to, including but not limited to a team decision, action, or refusal to take an action requested by the parent or alleged denial of FAPE

2. the date(s) and time(s) such action or refusal to take an action or alleged denial of FAPE took place,

3. the name(s) of the District staff or other persons believed to be discriminating against them,

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4. the name(s) of any witness(es),

5. action sought to remedy the situation, and

6. any other details or information requested by the investigating official.

In addition, the person should provide the Principal with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination.

Investigation of Complaints

Upon receipt of a report or complaint, the Principal shall facilitate a prompt investigation. The investigation must allow for the

complainant, the subject of the complaint, and the individual alleged to have discriminated to provide information, including the names of witnesses or other evidence, relevant to the investigation of the complaint. The Principal will also endeavor to promptly interview and obtain detailed written statements from the complainant, the subject of the complaint, the individual alleged to have discriminated, as well as any potential witnesses. The Principal will also review any other documents or information that he or she believes is relevant to the investigation.

A written determination regarding the complaint and any resolution will be provided by the Principal to the complainant and the accused within thirty (30) school/working days of the complaint.

Appeal Process

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Principal. The Superintendent or his/her designee will respond to such request within thirty (30) school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent reoccurrence of the violation and correct its discriminatory

effect on the person(s) affected.

If the violation involves the denial of a free and appropriate public education to a student or students, such steps may include re-convening of the 504 team, revision of a 504 plan, compensatory services, development of a safety plan and other remedies, as appropriate.

If the violation involves an employment issue, such steps may include appropriate discipline up to and including possible termination of any employee violating this policy and/or such other remedies as are appropriate.

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Confidentiality

Investigations of discrimination complaints shall be conducted in such a manner as to disclose information only to those who need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with

investigation of any complaint under this policy. The Cranston Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with to the Office for Civil Rights, Rhode Island Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination.

U. S. Department of Education, Office for Civil Rights

John W. McCormack Building

5 Post Office Square, Suite 900

Boston, MA 02109

Telephone: (617) 289-0111

<http://www.ed.gov>

Rhode Island Department of Education

255 Westminster Street

Providence, RI 02903

Telephone: (401) 222-4600

<http://www.ride.ri.com>

First Reading: November 25, 2013 Resolution No. 13-11-19

Cranston School Committee Agenda

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#4111.5 and #5141.32

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE**

The Cranston Public Schools (the “District”) is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is important to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, age or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or any other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to protect students and/or employees, and to prevent recurrence of such conduct. This policy applies to conduct directed toward students and other persons associated with the educational

community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, parents and independent contractors. (For a complaint of disability discrimination that is NOT harassment, please refer to the District's Section 504/ADA Prohibition Against Discrimination Based on Disability policy/procedure.)

I. What is Discrimination, including Harassment?

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile educational environment.

Harassing conduct based on a person's protected status may include, but is not limited to:

∙ Degrading, demeaning, insulting, or abusive verbal or written statements;

∙ Taking personal belongings, taunting, teasing, name-calling,

or spreading rumors;

• Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;

• Telling degrading or offensive jokes;

• Unwanted physical contact of any kind;

• Physical violence, threats of bodily harm, physical intimidation, or stalking;

• Threatening letter, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;

• Defacing, damaging, or destroying school or another's property.

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• Harassing conduct does not have to be directed towards a particular individual. Other members of the same protected class may be considered the victim of harassment by virtue of being exposed, even indirectly, to the harassing conduct.

II. Sample of Conduct Which May Constitute Specific Types of Harassment

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary, equipment, intimidating manner of movement, using disability-related slurs, or invading personal space to intimidate.

National Origin Harassment:

 Unwelcome verbal, written or physical contact directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on a race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

 Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms. Taunting, or invading personal space to intimidate.

Sexual Harassment:

 Quid pro quo sexual harassment occurs when a person in a supervisory position explicitly or implicitly conditions participation in a program or activity or bases a decision concerning another on the other person's submission to unwelcome sexual advances, request for sexual favors, or other verbal or

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physical conduct of a sexual nature, whether or not the other person submits to the conduct. Quid pro quo sexual harassment, occurs, for example when a school employee causes a student to believe s(he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.

 Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student,

a school employee, or a third party on school property or at a school related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person's ability to participate in or benefit from the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. A victim may also be someone affected by conduct directed toward another individual. Sexual harassment may occur adult to student, student to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

Depending on the circumstances, sexual harassment may include, but is not limited to:

• Verbal forms of sexual harassment, including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;

• Written forms of sexual harassment, including offensive gestures following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;

• Nonverbal forms of sexual harassment, including offensive gestures, following or stalking another, concerning or blocking a person, leering, pressuring for sexual activities;

 Visual forms of sexual harassment, including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters; or

 Unwelcome physical touching, including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

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III. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that h/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment that they witness and to

immediately report to the building Principal instances of discrimination, including harassment that are reported to them, they observe, or of which they otherwise learn.

IV. Designated Officials for Addressing Discrimination and Harassment Complaints

In each school building, the Principal is responsible for receiving and investigating reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of discrimination, including harassment, with the Principal. In the event that the Complaint alleges violations against the Principal, the Complaint shall be delivered to the Superintendent, who shall appoint an individual to conduct the investigation.

V. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment. (For a complaint of disability discrimination that is NOT harassment, please refer to the District's Section 504/ADA Prohibition Against Discrimination Based on Disability policy/procedure.)

A person, who believes that he or she had been harassed or

otherwise discriminated against, is encouraged to report the situation to the Principal immediately. Reports/complaints are to be filed within ninety (90) days after: the discriminatory conduct or the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the investigating official.

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In addition, the person should provide the Principal with any documentation (emails, notes, pictures, electronic or recorded media, etc.) or other information in support of the allegation of discrimination, including harassment.

VI. Investigation of Complaints

Upon receipt of a report or complaint, the Principal shall facilitate a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, and the alleged harasser to provide information, including the names of witnesses or other evidence, relevant to the investigation of the complaint. The Principal will also endeavor to promptly interview and obtain detailed written statements from the complainant, the subject of the complaint, the alleged harasser, as well as any potential witnesses. The Principal will also review any other documents or information that he or she believes is relevant to the investigation.

In the event that an investigation reveals that the alleged action or actions do not constitute discrimination or harassment as defined in this policy, but that the underlying conduct may meet the definition of bullying or cyberbullying as set forth in the District's Bullying Policy, then the results of the investigation should be forwarded and/or reviewed in conjunction with the provisions of that policy. If necessary, the investigation may be re-opened under the parameters of that policy

Conclusion of Investigation

A written determination regarding the complaint and any resolution

will be provided by the Principal to the complainant and the accused within thirty (30) school/working days of the complaint.

If a violation is found to have occurred, the District will take steps to prevent reoccurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action (including but not limited to suspension of student(s) and termination of employee(s)), counseling, development of a safety plan and other remedies, as appropriate.

Appeal Process

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Principal. The Superintendent or his/her designee will respond to such request within thirty (30) school/working days of receipt of the request for reconsideration; his/her decision is final.

#4111.5 and #5141.32

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those who need to know and as necessary to gain information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The Cranston Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with to the United States Department of Education, Office for Civil Rights, Rhode Island Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S Department of Education, Office for Civil Rights

John W. McCormack Building

5 Post Office Square, Suite 900

Boston, MA 02109

Telephone: (617) 289-0111

<http://www.ed.gov>

Rhode Island Department of Education

255 Westminister Street

Providence, RI 02903

Telephone: (401) 222-4600

<http://www.ride.ri.com>

First Reading: November 25, 2013 Resolution No. 13-11-20

Cranston School Committee Agenda

** **

#9261

**School Committee Code of Basic Management Principles and Ethical
School Standards**

The Cranston School Committee does hereby establish a code of basic principles and ethical standards for school committee members acting individually and collectively as boards of education in the management of the public schools of Cranston.

The Cranston School Committee accepts the obligation to operate the public schools in accordance with the fundamental principles and standards of school management, which include but are not limited to

the following:

(1) Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary.

(2) Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools.

(3) Recognize their critical responsibility for selecting the superintendent, defining his or her responsibilities, and evaluating his or her performance regularly without directly engaging in administrative processes.

(4) Accept and encourage a variety of opinions from and communication with all parts of the community.

(5) Make public relevant institutional information in order to promote communication and understanding between the school system and the community.

(6) Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations.

(7) Conduct meetings with planned and published agendas.

(8) Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved.

(9) Establish and maintain procedural steps for resolving complaints and criticisms of school affairs.

(10) Act only through public meetings since individual board members have no authority to bind the board.

(11) Recognize that the first and greatest concern must be the educational welfare of the students attending the public schools.

(12) Work with other committee members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.

#9261

(13) Avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain.

(14) Attend all regularly scheduled committee meetings as possible, and become informed concerning the issues to be considered at those meetings.

First Reading: November 25, 2013 Resolution No. 13-11-21

Cranston School Committee Agenda

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Cranston Public Schools

High School Absence and Tardy Policy #5113(c) to replace 5113 (a) and (b)

1. If a student is absent (unexcused) from a class or classes in excess of five (5) times per quarter, the teacher will lower the student's quarterly grade by ten points. Excused absences are for: illness or appointment confirmed by a doctor's/dentist's note within two (2) days of return to school; family bereavement; legal/court obligations confirmed by a note from the court; college or military appointments confirmed by documentation from agency

2. Students are expected to be present in homeroom/advisory on time. Students who are late to homeroom/advisory may be consequence by the teacher. Students who are chronically late (more than 3x per quarter) will be referred to the student's assistant principal.

3. Students, who are late to school after the completion of homeroom/advisory, must sign in at the tardy desk. Students will be allowed three (3) unexcused tardies to school each quarter.

- 4. All days tardy beyond three (3) per quarter will result in disciplinary consequences unless excused with verifiable documentation (e.g. doctor's/dentist's note, legal obligation, family bereavement). All absence/tardy notes must be submitted no later than the day following the student's return to school or the day following the tardy.**
- 5. On the fourth (4) tardy, a conference with the assistant principal will occur. Parents will be notified of the excessive tardies. Detention will be assigned for all days tardy beyond four (4) and up to eight (8). All days tardy beyond eight (8) may result in social probation and/or additional disciplinary consequences.**
- 6. Social probation will be imposed after the eighth (8) tardy in a marking period. Social probation means the student will not be able to participate in any extra-curricular activities or school-sponsored events after school hours or on weekends. Such events shall include, but not be limited to, dances, proms or athletics, either as a participant or observer.**
- 7. Teachers are not obligated to provide make-up assignments for the following: students who have "cut" class; student who miss a class by arriving late to school without a verifiable excuse (see criteria above); family vacations during school time are not considered excused absences.**
- 8. Parents/guardians shall be notified of excessive tardies after the fourth tardy per quarter.**
- 9. Parents wishing to appeal an attendance-related decision made by the classroom teacher should follow the CPS appeal process (i.e. written appeal in the following order: student's assistant principal,**

principal, superintendent (or designee), Cranston School Committee).

First Reading – November 25, 2013

Resolution No. 13-11-22

WAIVER POLICY

POLICY #5128

CRANSTON PUBLIC SCHOOLS

**WAIVER FOR THE STATE-ASSESSMENT GRADUATION
REQUIREMENT**

As set forth in the 2011 K-12 Literacy, Restructuring of the Learning environment at the middle and high school levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools Regulation (Secondary Regulations), all students must complete each of the following graduation requirements in order to earn a diploma:

- (1) Successful completion of Cranston Public Schools credit requirements;**
- (2) Demonstration of proficiency through performance-based assessments; and**
- (3) Attainment of the level of “partially proficient” on the state grade 11 assessment**
or measurable improvement of the student’s initial score on the grade 11 state assessment.

The 2011 Secondary Regulations describe the conditions under which Local Agency (LEAs) may grant waivers for the state

assessment requirement for high school graduation for students who have attained and can demonstrate the required level of proficiency, as set forth below:

L-6-3.3. If a student is unable to demonstrate graduation readiness through the state assessment or a Regents-approved testing alternative, the student may apply to his or her LEA for a waiver of the state assessment portion of the graduation requirements. LEAs are authorized to grant waivers from the state assessment requirement set forth in this section only in those rare cases in which the state assessment is not a valid means of determining the proficiency of individual students.

Waiver eligibility will be considered only for those students for whom: (1) there is a preponderance of evidence of academic content mastery consistent with 6-3.0 of these regulations and (2) the student has completed the sequence of testing requirements set forth in this section.

As Cranston Public Schools is the decision-making body for waivers exempting Cranston students from the state assessment diploma

requirement, the Superintendent (or designee) is hereby charged with decision-making authority for granting waivers, in those rare instances when the statewide assessment is not an appropriate way to measure proficiency. Students participating in the RI Alternate Assessment (RIAA) are not eligible for a waiver. Decisions of the Superintendent of Schools (or designee) may be appealed in accordance with the Cranston Public Schools Appeal Policy #5145(a).

Requests for a waiver will be accepted until May 15 of the year in which a student is scheduled to graduate. The following must occur prior to the submission of a request for a waiver:

1. Students must have completed the Graduation Portfolio and Presentation
2. Students must be on track to satisfy all course and credit requirements set forth by Cranston Public Schools
3. Students must have made a serious attempt on the state assessment as juniors and at least once during their senior year
4. Students must have made a serious attempt on a RIDE-approved alternative assessment (e.g. Accuplacer, ASVAB, SAT, etc.)
5. Students must have demonstrated effort and participation in intervention activities (e.g. Progress Plan, summer/after-school programs, etc.)

When requesting a waiver for the statewide assessment component of the RI graduation requirements, the student will compile evidence which s/he will present to the Superintendent (or designee). While school staff may support the student in the collection and organization of such evidence, the compilation and submission to the Superintendent (or designee) are ultimately the responsibility of the student. No one piece or type of evidence is sufficient. The following table, while not exhaustive, provides examples of eligible and ineligible evidence.

Examples of Eligible Evidence Related to Grade 9-10 Math and/or Reading Standards Examples of Ineligible Evidence

Passing Grades in Required Courses Passing Grades in Middle School Classes

Passing Grades on Major Course Assessments Letters of Recommendation

Passing Grades on Comprehensive Assessments Administered by Teacher Certified in Area Number of Earned Credits

Passing Grades on Performance Tasks

Passing Grades in Courses Taken Off-Site or Virtually

Note 1: Accommodations may be provided so long as content is not modified.

Note 2: Evidence will be maintained for one year; the Statewide Assessment Waiver Request Form will be maintained for five years.

It is explicitly acknowledged that the Rhode Island Department of Education will monitor the Cranston Public Schools' waiver process and the granting of waivers during the diploma system review process. It is the responsibility of the Cranston Public Schools to store all sources of evidence used to make waiver decisions. Such evidence is available as part of student records, in the event of an appeal or as part of diploma system review process.

** **

Statewide Assessment Waiver Request Form

After all sections of this form are complete, the student will submit this form to the Principal/Director of his/her school by May 15 of the year in which a student is scheduled to graduate. The principal will then submit the completed package to the Superintendent of Schools.

Students and families will be notified of the waiver decision in writing within ten (10) school days of receipt by the Superintendent.

Date of submission_____

I. Student Information: Student must complete sections I. and II.

Name

ID Number

Date of Birth

School

Expected Graduation Date

Counselor's Name

II. Student Information (Assistance may be provided by school staff):

Name of Evidence Description of Evidence

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III. Assessment Information: Guidance counselor must complete this section.

Yes No

- The student has completed The Graduation Portfolio.**
- The student is on track to meet all course and credit requirements.**
- The student has made a serious attempt on the state assessment as a junior and at least once during the senior year.**
- The student has made a serious attempt on a RIDE-approved alternate assessment.**
- The student has actively and willingly participated in intervention activities.**

Assessment Results

NECAP Grade 11 Math Score	NECAP Grade 11 Reading Score
NECAP Grade 12 Math Score	NECAP Grade 12 Reading Score
Alternate Assessment Best Math Score	Name of Alternate Assessment
Alternate Assessment Best Reading Score	Name of Alternate Assessment

IV. All parties must sign and acknowledge the information provided above is accurate.

Student	Signature
_____	Date _____
e _____	

Parent/Guard.	Signature
_____	Date _____

Counselor

Signature

Date

Principal

Signature

Dat

e_____

V. Superintendent of Schools (or designee) Information:

Waiver Approved DATE Superintendent (or designee) signature:

YES

No

First Reading; November 25, 2013 – Resolution No. 13-11-23

Policy Adopted: CRANSTON PUBLIC SCHOOLS

RESOLUTION NO. CRANSTON, RHODE ISLAND

** **

**This handbook was developed through the work of the
Proficiency Based Graduation Requirements (PBGR)
Committee, in collaboration with administrators,
program supervisors, department heads, and teachers.
It is with sincere appreciation that we thank all who
thoughtfully contributed to this important document.**

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Lizbeth Larkin, Cranston Teachers' Alliance President
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Michael Crudale, Principal, Park View Middle School
Dennis Curran, Director, NEL/CPS C&C Academy
Rosemary Burns, District Data Coordinator
Kerry Reagan, Asst. Principal, Park View Middle School
Dr. Nancy Sullivan, PBGR Coordinator

CRANSTON SCHOOL COMMITTEE
2013-2014

Trent Colford

Stephanie Culhane

Jeff Gale

Andrea Iannazzi, Chairperson

Paula McFarland, Clerk

Janice Ruggieri

Michael Traficante



Message from the Principals

Dear Parents/Guardians and Students:

The communities within the Cranston High Schools seek to instill high expectations for all students in their academic, civic, and social endeavors and to provide them with opportunities to succeed in both higher education and the global marketplace. We remain committed to establishing clear, rigorous, and demanding standards and expectations that encompass all the necessary skills, which all students must demonstrate in order to succeed as responsible citizens of the 21st Century. Once established, these standards and expectations define the levels of achievement that we have for all of our students, and assist us in identifying effective learning strategies for delivering instruction and assessing students' performance.

In order to accomplish our Mission, the school communities have identified learning expectations for all students. These academic, civic, and social expectations specify what students must know and be able to do upon graduation. Our educational program is designed

to engage students in active, collaborative learning that emphasizes the development of critical thinking skills, literacy (reading and mathematics), and technology skills as applied to real world concepts and practices. Further, we believe that an educational program that is academically challenging and student-centered will provide our young adults with a strong foundation for future successes.

The following pages outline the requirements for graduation from the High Schools in Cranston. Please take time to review this document carefully. If you have any questions, please contact your child's guidance counselor. The related school documents are on the Cranston School Department website.

We want all of our students to have valuable learning experiences in our high schools. As a result, we want students to be successful, productive members of society.

Respectfully,

Mr. Thomas Barbieri, Principal, Cranston High School West

Mr. Dennis Curran, Director, CPS/NEL Construction & Career Academy

Mr. Sean Kelly, Principal, Cranston High School East

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Cranston High Schools' Diploma System

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state will successfully complete a rigorous high school program that makes them college and career ready. A Cranston High School diploma is the official recognition that a student has met the State's and Cranston's graduation requirements and has demonstrated the necessary proficiencies to graduate. Proficiencies in academic areas will be based on the adopted state and national standards, in conjunction with the Applied Learning Standards as set by the Rhode Island Board of Education. Proficient performances for graduation are necessary in each of the six core academic areas: English Language Arts, mathematics, science, social studies, the arts and technology. A community service requirement must also be fulfilled. The strategies for assessing applied learning skills are in building the Cranston Graduation Portfolio and successfully completing Comprehensive Course Assessments (CCA's). These requirements for a Cranston High School Diploma are consistent with Rhode Island Board Of Education regulations.

Requirements for a Cranston High School Diploma:

- 1. Successful completion of the minimum required coursework**

- 2. Successful completion of Comprehensive Course Assessments**
- 3. Successful completion of a Graduation Portfolio**
- 4. Achievement on the reading and mathematics state assessments to the level required by the State of RI**
- 5. Successful completion of community service requirements**

** **

Only students who demonstrate fulfillment of ALL graduation requirements and proficiencies shall participate in the graduation ceremonies and receive a diploma.

Description of Requirements

Coursework /Credit Requirements: A minimum of 24 credits is required to graduate.

English 4.0

Mathematics 4 .0 (One of these courses may be an Applied Math course)

Sciences 3.0

Social Studies 3.0 (U.S. History is required)

Physical Education 1.0 (.25 per year for 4 years)

Health 1.0 (.25 per year for 4 years)

Fine Arts 0.5

Computer Literacy/Technology 0.5

Electives 7.0

Total: 24.0 Credits

Final Exams:

◆Final exams are counted as 15% of a student's average for the course.

Comprehensive Course Assessments (CCAs):

A CCA is a culminating applied learning performance given at or near the end of a course. The CCA will be comprised of both objective and performance-based assessments. These are student proficiency measures in the course.

CCA's are counted as 15% of a student's average for the course.

Seniors may be exempt from taking the performance -based portion of the 4th quarter CCA in their courses.

Graduation Portfolio & Presentation

The Graduation Portfolio is a collection of student work or artifacts that demonstrates each student's readiness to graduate and counts

toward the accrual of course work and course credits toward graduation. All students are given assignments called Common Tasks in every course that can be used in their portfolios. The Graduation Portfolio must show proficiency in CPS Academic Expectations. Students must have evidence of 14 artifacts under the communications expectation and 6 artifacts under the problem solving expectations.

In preparation for completing the Graduation Portfolio, students must progressively accumulate artifacts beginning in grade 9. Students and families will be informed of student progress each marking period.

The Graduation Portfolio Presentation takes place in the spring of grade 12. All students are provided supports and organizational tools to prepare them for a successful presentation. Students present their portfolios to a panel. During the presentation, students must address why the artifacts reflect their best work, how the body of work is connected to their personal goals and their readiness to graduate. Students must present specific artifacts that reflect how their learning has progressed over time to becoming proficient.

The Cranston Public School System is dedicated to supporting the success of every student. Students are provided opportunities to redo or make up work required for completing their portfolios. However, it is each student's responsibility to prioritize and put forth

every effort to successfully completing what is expected of him or her for graduating.

State Assessments

 All students must achieve the minimum level of achievement (i.e. 2 or better) on the mathematics and reading NECAP/state assessment to graduate.

 Students who do not meet a minimum level on these the state assessments will be required to take course work to support their passing the mathematics and/or reading NECAP/state assessment in their senior year.

 All students who do not meet minimum requirements will be provided a Progress Plan. The Progress Plan will define deficiencies and describe the additional supports needed to support student's ability to pass. Student's parent/guardian must sign the Progress Plan.

 Students who do not meet the minimum requirement in their senior year will continue taking additional course work to support their passing the mathematics and/or reading NECAP/ state assessment toward the end of their senior year.

** **

State Assessment Requirement Waiver

If a student is unable to demonstrate graduation readiness after

completing each retest of the state assessment, the student may then apply to his/her principal and the superintendent of schools for a waiver of the state assessment portion of the graduation requirements. See CPS Policy #5128.

NOTE: Waivers will be granted only in rare cases.

Community Service

All students must complete 20 hours of community service before graduating. This will be reported as part of the graduation portfolio presentation.

Appeals Process

To appeal a graduation decision in any part of the graduation requirements students and their parents may utilize the school system's appeal procedure. See Appeals Process-Policy #5145(a)

ILP (Individual Learning Plan)

Each student will create and maintain an ILP that is aligned to academic, career, personal and social goals.

RI ALTERNATE ASSESSMENT (RIAA) CREDENTIALS

The Rhode Island Alternate Assessment (RIAA) is the state assessment for a small number of students who cannot participate in large-scale assessments even with accommodations. The RIAA is not designed to be a measure of the minimum student achievement levels on the state assessment necessary for graduating with a high-school diploma. The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs), which are an extension of the state content standards.

The RIAA cannot be used to meet the state-assessment requirement for earning a diploma. Upon determination of eligibility for RIAA, parents and students must be notified that the RIAA cannot be used to meet the state-assessment requirement for earning a diploma. As a result of this change, students who participate in the RIAA will not be in a position to earn the RI diploma. However, RIDE, in partnership with adult service agencies, developed a certificate options for students to earn a Certificate of Academic Achievement (based on achievement on the RIAA and other PBGR Requirements).

Requirements for a Cranston Certificate of Academic Achievement:

- 1. Successful completion of the minimum required coursework for Cranston Public Schools**

- 2. Successful completion of Comprehensive Course Assessments based on AAGSE's**
- 3. Successful completion of a Graduation Portfolio**
- 4. Participation in RI Alternative Assessment (RIAA)**
- 5. Successful completion of community service requirements**

In addition, RIDE has developed transcripts focusing on skills in the following areas:

Work Readiness

Self-Determination

Citizenship and Community

Cranston will use these transcripts to progress monitoring student skills, level of attainment and support in each of these areas. These transcripts will be designed to provide critical information to adult service providers and families for determining appropriate supports as student exits high school.

** **

Appeals Process – Policy #5145 (a)

The Cranston Public School Non-Graduation Determination Appeals Process is based in Due Process, and is detailed in Cranston Public

Schools Policy No. 5145 (a): “Commencing with the Class of 2008, the following protocol will be utilized for any student/parent when notified of a non-graduation status:”

Step 1

Level 1 – School Level

Student/Parent/Guardian shall be informed of the reasons for non-graduation status. An appeal in writing may be made to the Proficiency Based Graduation Review Team (PBGR Team).

Step 2 Level 2 – School Level Student/Parent/Guardian meets with the school’s principal for a hearing.

Step 3 Level 3 – Central Office Student/Parent/Guardian meets with the superintendent of schools or a designee for a hearing.

Step 4 Level 4 – School Committee Student/Parent/Guardian meets with the School Committee for a hearing.

Step 5 Level 5 – Commissior’s Office Student/Parent/Guardian meet(s) with the R.I. Commissioner of Education, or a designee, for a hearing.

** **

Notes:

First Reading: November 25, 2013

Resolution No. 13-11-24

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